

Wallace Gregg Elementary

515 Francis Marion Rd.
Florence, S.C. 29506

Grades	K-6 Elementary School	
Enrollment	328 Students	
Principal	Gloria Muldrow	843-664-8481
Superintendent	Larry Jackson, Interim Superintendent	843-669-4141
Board Chair	Porter Stewart	843-669-6395

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	29	62	10	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Average	N/A
2003	Average	Average	No
2004	Good	Good	Yes
2005	Average	Below Average	Yes

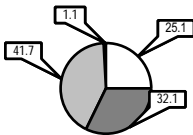
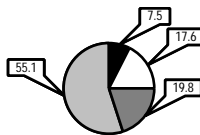
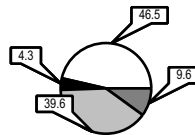
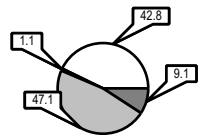
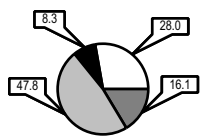
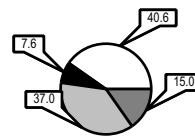
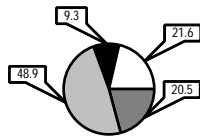
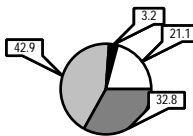
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	203	99.5	25.1	41.7	32.1	1.1	43.3	Yes	Yes
Gender									
Male	112	99.1	28.6	41.8	28.6	1.0	38.8		
Female	91	100.0	21.3	41.6	36.0	1.1	48.3		
Racial/Ethnic Group									
White	104	100.0	22.4	37.8	38.8	1.0	49.0	Yes	Yes
African American	94	98.9	28.6	46.4	23.8	1.2	36.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	155	99.4	15.3	45.8	37.5	1.4	52.8		
Disabled	48	100.0	58.1	27.9	14.0	0.0	11.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	203	99.5	25.1	41.7	32.1	1.1	43.3		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	200	99.5	25.0	41.8	32.1	1.1	43.5		
Socio-Economic Status									
Subsidized meals	138	99.3	26.6	46.0	26.6	0.8	41.1	Yes	Yes
Full-pay meals	65	100.0	22.2	33.3	42.9	1.6	47.6		

Mathematics – State Performance Objective = 36.7%									
All Students	203	99.5	17.6	55.1	19.8	7.5	51.9	Yes	Yes
Gender									
Male	112	99.1	21.4	46.9	23.5	8.2	52.0		
Female	91	100.0	13.5	64.0	15.7	6.7	51.7		
Racial/Ethnic Group									
White	104	100.0	12.2	52.0	23.5	12.2	60.2	Yes	Yes
African American	94	98.9	23.8	60.7	13.1	2.4	41.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	155	99.4	10.4	57.6	22.9	9.0	59.0		
Disabled	48	100.0	41.9	46.5	9.3	2.3	27.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	203	99.5	17.6	55.1	19.8	7.5	51.9		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	200	99.5	17.4	56.0	19.0	7.6	51.6		
Socio-Economic Status									
Subsidized meals	138	99.3	21.8	58.9	16.9	2.4	47.6	Yes	Yes
Full-pay meals	65	100.0	9.5	47.6	25.4	17.5	60.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	203	99.5	46.5	39.6	9.6	4.3	13.9
Gender							
Male	112	99.1	43.9	43.9	8.2	4.1	12.2
Female	91	100.0	49.4	34.8	11.2	4.5	15.7
Racial/Ethnic Group							
White	104	100.0	34.7	46.9	11.2	7.1	18.4
African American	94	98.9	61.9	29.8	7.1	1.2	8.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	155	99.4	37.5	45.8	11.1	5.6	16.7
Disabled	48	100.0	76.7	18.6	4.7	0.0	4.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	203	99.5	46.5	39.6	9.6	4.3	13.9
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	200	99.5	46.7	39.7	9.2	4.3	13.6
Socio-Economic Status							
Subsidized meals	138	99.3	51.6	39.5	7.3	1.6	8.9
Full-pay meals	65	100.0	36.5	39.7	14.3	9.5	23.8

Social Studies							
All Students	203	99.5	42.8	47.1	9.1	1.1	10.2
Gender							
Male	112	99.1	40.8	52.0	6.1	1.0	7.1
Female	91	100.0	44.9	41.6	12.4	1.1	13.5
Racial/Ethnic Group							
White	104	100.0	36.7	49.0	12.2	2.0	14.3
African American	94	98.9	50.0	44.0	6.0	0.0	6.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	155	99.4	34.7	53.5	10.4	1.4	11.8
Disabled	48	100.0	69.8	25.6	4.7	0.0	4.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	203	99.5	42.8	47.1	9.1	1.1	10.2
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	200	99.5	42.9	46.7	9.2	1.1	10.3
Socio-Economic Status							
Subsidized meals	138	99.3	50.0	43.5	6.5	0.0	6.5
Full-pay meals	65	100.0	28.6	54.0	14.3	3.2	17.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	54	100.0	7.7	38.5	53.8	N/A	53.8
	4	60	100.0	16.4	40.0	43.6	N/A	43.6
	5	41	100.0	33.3	59.0	7.7	N/A	7.7
	6	59	100.0	37.3	32.2	30.5	N/A	30.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	39	97.4	13.9	30.6	50.0	5.6	55.6
	4	56	100.0	15.4	46.2	38.5	0.0	38.5
	5	59	100.0	25.5	43.6	30.9	0.0	30.9
	6	49	100.0	45.5	43.2	11.4	0.0	11.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	54	100.0	11.5	57.7	26.9	3.8	30.8
	4	60	100.0	20.0	47.3	21.8	10.9	32.7
	5	41	100.0	25.6	53.8	12.8	7.7	20.5
	6	59	100.0	15.3	42.4	25.4	16.9	42.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	39	97.4	16.7	61.1	16.7	5.6	22.2
	4	56	100.0	13.5	53.8	25.0	7.7	32.7
	5	59	100.0	29.1	41.8	23.6	5.5	29.1
	6	49	100.0	9.1	68.2	11.4	11.4	22.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	39	97.4	44.4	50.0	5.6	0.0	5.6
	4	56	100.0	34.6	48.1	13.5	3.8	17.3
	5	59	100.0	43.6	32.7	12.7	10.9	23.6
	6	49	100.0	65.9	29.5	4.5	0.0	4.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	39	97.4	36.1	55.6	8.3	0.0	8.3
	4	56	100.0	23.1	65.4	9.6	1.9	11.5
	5	59	100.0	47.3	38.2	12.7	1.8	14.5
	6	49	100.0	65.9	29.5	4.5	0.0	4.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 328)				
First graders who attended full-day kindergarten	93.3%	Down from 100.0%	100.0%	100.0%
Retention rate	5.3%	Up from 4.1%	3.8%	3.0%
Attendance rate	96.0%	Down from 96.1%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.9%	Up from 0.0%	3.8%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.9%	Up from 0.0%	3.3%	3.2%
Eligible for gifted and talented	6.5%	Down from 9.2%	10.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.2%	Up from 10.4%	9.0%	8.2%
Older than usual for grade	4.6%	Up from 3.1%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	60.7%	Up from 60.0%	51.4%	52.6%
Continuing contract teachers	82.1%	Down from 100.0%	84.2%	83.3%
Highly qualified teachers	84.6%	Down from 87.5%	94.6%	93.5%
Teachers with emergency or provisional certificates	8.3%	Up from 4.3%	0.0%	0.0%
Teachers returning from previous year	88.8%	Down from 88.9%	87.1%	87.0%
Teacher attendance rate	96.1%	Up from 94.4%	94.7%	95.0%
Average teacher salary	\$42,645	Up 0.4%	\$41,504	\$41,703
Prof. development days/teacher	9.5 days	Down from 14.5 days	13.1 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 12.6 to 1	18.5 to 1	18.8 to 1
Prime instructional time	90.6%	Up from 88.9%	89.1%	89.8%
Dollars spent per pupil*	\$7,908	Up 13.7%	\$6,017	\$6,242
Percent of expenditures for teacher salaries*	66.0%	Down from 66.3%	65.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	30.3%	Down from 93.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	84.2%		89.4%	
Highly qualified teachers in high poverty schools	86.9%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Wallace Gregg Elementary remains committed to enabling our students to achieve the highest level of academic and social success by providing them with strategies, techniques, and opportunities that will enable them to excel in extracurricular activities while continuously developing life skills that support positive character based learning. We are dedicating establishing and building the success of our students by helping them to realize, "Character is who you are." Our success in achieving this goal has resulted in the following accomplishments:

State Department of Education Red Carpet Recognition (2002-03)
 General Electric Grant
 International Reading Association Grants
 Pee Dee Federal Credit Union Teacher Grants
 Delta Kappa Gamma teacher grant
 National Recognition of Renaissance Master School for 2003-04
 All classroom teachers, self contained LD Resource teacher, and the Resource teacher received Model Classroom Certification
 Wallace Gregg is nationally accredited by the Commission of Trans-Regional Accreditation
 Two National Board Certified teachers on staff
 Majority of teachers with advance degrees
 Active Association of Parents and Teachers (APT) and School Improvement Council (SIC) which provided an abundance of supplies/materials for our students
 Continuation of Literacy Lab for our first grade students
 Math and Writing Enrichment Classes
 Reading is Fundamental and Terrific Kids
 Monthly Student Recognition Programs
 Annual Science Fair
 Extracurricular Activities (i.e. Safety Patrol, Yearbook, Art and Music Club)
 Service Learning Projects (i.e. "Yes, We Can," Toy Drive, Jump Rope for Heart, Box Tops for Education, and Pennies for Patients)

The faculty and staff of Wallace Gregg will continue to focus on education that is Standards driven and meets the needs of all children.

Visit Wallace Gregg and Enjoy A Great Learning Experience (EAGLE).

Lorna McBride, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	45	28
Percent satisfied with learning environment	100.0%	93.3%	89.3%
Percent satisfied with social and physical environment	96.3%	88.6%	85.7%
Percent satisfied with school-home relations	96.3%	82.2%	89.3%

*Only students at the highest elementary school grade level at this school and their parents were included.